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REPORT OF THE TWENTY-SIXTH EDUCATIONAL CON-  
FERENCE OF THE SECONDARY SCHOOLS IN RELA-  
TIONS WITH THE UNIVERSITY OF CHICAGO—  
*Concluded*

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NATHANIEL BUTLER  
University of Chicago

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*Manual Arts—*

Chairman, CHARLES A. BENNETT, Bradley Polytechnic Institute, Peoria, Illinois.

Secretary, N. F. FULTZ, Anderson (Indiana) High School.

Attendance, 116.

Schools of Illinois, Indiana, and Wisconsin were represented at the meeting. The program centered around the recent literature of the several phases of manual arts. The program as printed was carried out in full with the exception of the talk by Mr. William H. Roberts, director of vocational education, Chicago Public Schools.

"Courses of Study and Methods in Manual Arts" was discussed by Mr. A. G. Bowersfeld, Lane Technical High School. His discussion was a survey of the present-day development of the manual-arts movement, the divisions of the work according to modern conceptions, and methods of teaching. A brief outline of the history of the movement in this country and the resulting elements now found in the work was given as a major part of the address.

Mr. Bowersfeld divided the manual-arts work of today into five general divisions, namely, Manual Training, Pre-Vocational, Vocational, Trade, and Supplementary Art. Under the latter the continuation, co-operative, corporation, night, and apprentice public schools were classified.

The attention of the meeting was called to the work of the Illinois Manual Arts Association in organizing detailed courses of study in many of the above-named divisions. The first edition of these courses has been exhausted, but a second edition will come from the press some time this year.

During the discussion of methods of instruction Mr. Bowersfeld said: "The manufacturer has proved to be a hard man to please. All previous methods are decried as wasteful and inefficient. Manual-arts teachers have been carried off their feet by a whirlwind of criticism and fault-finding of the business men. Even among school men we are depicted as running around in a circle and not accomplishing anything progressive. We are charged with fashioning our doctrines to suit the caprice of the hour, and each year changing our course to another point of view. However, I do not believe that we are

traveling in the same circle, but rather we are traveling in concentric circles with the pupil as the center and each succeeding circle typifying problems brought on by an advancing civilization."

The following books were listed as having materially contributed to the present-day manual arts: *Industrial Education*, by Albert Leak; *The Problem of Vocational Education*, by David Snedden; *The Worker and the State*, by Arthur Dean; *Education for Efficiency*, by E. Davenport; *Education for Citizenship*, by George Kerchensteiner; *Examples of Industrial Education*, by Frank Leavitt; *Vocational Guidance of Youth*, by Meyer Bloomfield; *Choosing a Vocation*, by Frank Parsons; *Vocations for Girls*, by E. W. Weaver; *Vocational and Moral Guidance*, by Jesse Davis.

The subject of "Vocational Guidance" was discussed by Mr. Jesse B. Davis, vocational director, Grand Rapids, Michigan. The address covered five important topics of consideration in the study of vocational guidance, namely, the definition, the function, placement, literature, and recent publications.

Mr. Davis prefaced his remarks by pointing out that the movement from a public-school standpoint was new, that much of that was in an experimental stage. "Even a definition of it," said he, "is a matter I shall have to hold in abeyance. I have my ideas of what a vocation is, which, by the way, is not holding down a job. It is not an occupation. It is measured by your service to humanity; service by doing the thing that you can do best. It must of necessity be the thing that interests and holds. To take the boy or girl who is drifting or floundering, and a misfit in the community, and help him to find himself—that is vocational guidance."

It was pointed out that the movement began in a systematic way with the work of Professor Frank Parsons, *Choosing a Vocation*. Before that time it was along the line of social work without any attempt at connecting it to the public school.

"The function of vocational guidance in the schools," said Mr. Davis in part, "centers around the idea of directing in the selection of subjects in the school course, counseling in the selection of a vocation, establishing and operating an employment bureau, and maintaining a system of 'follow up.'" After a boy leaves school, the school should know of him definitely until he is eighteen or twenty years of age. Before any boy leaves school he should have found himself, and there is no greater factor in the schools to help him to that one thing than manual training. It is a great mistake for young men to try to enter a vocation for which they are unfit. Educators should help them to find out. It is possible for them to know whether they are fitted both mentally and physically before they leave school. It therefore becomes, on the part of the educator, a kind of child-study.

"There is little psychology on the subject worth while. You will find that your own experiences as you proceed will be more valuable than anything in that line. I believe the most critical time in the boy's life is from fourteen to sixteen. It then follows that the time for self-discovery should be greatest

in the seventh and eighth grades. At that period, your manual training must be for a longer time every day and not once a week for perhaps sixty or seventy minutes.

"One of the greatest needs for vocational guidance is the knowledge of the vocations. They are so constantly changing and developing that a study of them is most difficult. I try to have two or three reliable men from each trade to whom I may send a boy when he asks me for critical advice as to the choice of a vocation. There are not a great many books that are of value. Greatest among them is the one by Meyer Bloomfield, *The Vocational Guidance of Youth*."

Here Mr. Davis gave a short discussion of Mr. Bloomfield's most recent writing, government bulletin, *The School and the Start in Life*. Mention was also made, largely unfavorable, of the recent book on the subject by Mr. J. F. Puffer.

Mr. H. M. Appleman, director of manual arts, South Bend (Indiana) High School, gave an address on "The Contribution of Educational Psychology to the Teaching of the Manual Arts."

His opening remark is significant. He said: "The material is so extensive and so unorganized and unrelated that as yet it offers no thoroughgoing and well-digested body of facts from which to draw final and unequivocal conclusions in regard to the problems that arise in connection with the school-room. There are many important hints, a few definitely established principles to guide the teacher, but there is much that is contradictory and uncertain in its application."

The following were listed as helpful: "The Practical Results of Recent Studies in Educational Psychology," by Colvin, *School Review*, May, 1913; "The Practical Arts in Liberal Education," by Snedden, *Educational Review*, April, 1912; "Teaching What the Twentieth Century Wants," by Lane, *Survey*, March 22, 1913; *A Brief Course in the Teaching Process*, chaps. i, iv, xii, by Strayer; *Genetic Psychology*, chaps. iii, iv, by Judd; "The Place of Manual Arts," by Bennett, *School Review*, October, 1911.

The aims of teaching, drill as a means to those aims, the drill habit formation, and new conceptions were discussed by the speaker, his statements being based on his study of the above-named books and papers.

#### *Mathematics—*

Chairman, RALEIGH SCHORLING, University High School.

Secretary, GERTRUDE L. ANTHONY, Wheaton (Illinois) High School.

Attendance, 115.

The program of reviews of recent mathematical literature pertaining to secondary schools was opened by Mr. H. V. Church, principal of the J. Sterling Morton High School, Clyde, Illinois, with the article by Superintendent Henry C. Morrison of New Hampshire, "Reconstructed Mathematics," published in the *Thirteenth Yearbook of the National Society for the Study of Educa-*

tion. In introducing Mr. Church, Mr. Schorling said that it was most fitting that an article relating to the administration of secondary schools, written by an administrator, should be reviewed, as well, by an administrator.

The author of the article, Mr. Church declared briefly, in advocating that the teaching in the high school of algebra, geometry, and trigonometry be abandoned, since their only immediate purpose is preparation for college mathematics, and that secondary mathematics as needed in manual training or in domestic science or in bookkeeping be taught by the instructor in that department is iconoclastic. Such a heterodox move would lead to the elimination of the mathematics faculty in secondary schools.

Unfortunately, Mr. Ernest Stirwalt of the Fort Wayne (Indiana) High School was ill and so was unable to present his paper on "Home Study."

"Supervised Study," an article by Mr. E. R. Breslich of the Department of Mathematics of the University High School, also published in the *Thirteenth Yearbook of the National Society for the Study of Education*, was reviewed by Mr. C. M. Austin of the Oak Park High School. The article, according to Mr. Austin's résumé, deals with the attempts to remedy the failure in the class method of teaching. Though the Pueblo plan develops independent, self-reliant students, it fails to recognize the school as a social institution. The Batavia plan is too costly in its requirement of two teachers. The University High School has a daily study class after school under the supervision of one of the instructors in the department. This study class, however, is intended for only those students who are falling below grade. The double period in use in the Joliet High School, one period for recitation and the one following for preparation of the next day's lesson under the teacher's supervision, and modifications of that plan, such as the division of the single recitation period in the University of Missouri High School, and in Oakland City, Indiana, the study-hall schedule for the supervision by the instructor in charge, are all designed to give the pupil that valuable assistance—supervised study.

That supervised study is of value Mr. Breslich goes on to prove by statistics drawn from two classes doing the same work, presented in the same manner, with the exception that the one class was supervised in its study, the other, unsupervised. The former class was at the beginning a somewhat weaker one. Yet at the end of two weeks its general average was higher than that of the unsupervised class. At the end of four weeks the difference was still more pronounced. The results of the trial seemed to prove conclusively the value of supervised study for all pupils. Absent ones catch up the more quickly; right habits of thinking are inculcated; a method of attack is given to the student. At least the first- and second-year classes in the high school need this help.

In the discussion which followed the interest was centered on this question of supervised study, and especially on the experiment of the Joliet High School, as presented by Mr. L. P. Irvin of the Department of Mathematics. The first half of the double period is devoted to recitation; the second half, after

three minutes' recreation, to study, after which the work is handed in. This second period may also be used for the presentation of a new topic, or for any explanation that becomes necessary. The instructor is the judge of the amount and kind of help given during the period. The pupil is taught to concentrate, since the reward of a completed lesson is no home study.

This plan, first pursued in the first half-year of algebra and the first half-year of geometry, proved so successful that the teachers asked for its continuance. The percentage of failure in the first two years was reduced from 28 or 30 per cent to below 18 per cent, and has since been reduced to almost 12 per cent. The later work of these students also has been stronger.

The plan has been followed also in the language work, except English, in science, in manual training, and in the domestic-science work. Though the students come from families of working people, Mr. Irvin thinks the situation in Joliet has no peculiarity which would make the experiment especially successful in that locality. Few high-school pupils, he says, have a quiet place at home for study.

Mr. Breslich, in reply to Dr. Slaught's question how he accounted for the sudden tremendous increase in his supervised class's average, explained that the slow pupils, who contribute most largely to a low class average, are the first to benefit by supervision. Those who have been absent catch up more quickly. The result is a sudden rise in the average.

Continuing the program, Mr. H. C. Wright of the Department of Mathematics of the University High School presented *The Mathematics Teacher* to this section of the Conference. Published by the Association of Teachers of Mathematics for the Middle States and Maryland, it has appeared quarterly during the last six years. For this time Mr. Wright had prepared and presented a most interesting partial list of contents.

The list is so arranged that "1" in each volume gives the titles of articles on geometry; "2," on algebra; and "3" and "4" on allied subjects. As Mr. Wright said, this is the only publication in English devoted to mathematics in the secondary schools. In its six years, moreover, it has considered every subject discussed in the mathematics departments of secondary schools. The one exception to this statement is correlated mathematics.

Professor Slaught of the University of Chicago presented the *American Mathematical Monthly* to teachers of mathematics as "out of the routine." Teachers, he said, to increase their enthusiasm need contact with just such books and magazines. Though there may be some articles that are beyond the average teacher's preparation, yet a fair proportion will appeal to them at once; and the other articles offer an opportunity for growth. Those who confine their reading to secondary subjects are likely to get into a rut. Such an article as the "Number Systems of the North American Indians" would prove interesting to everyone. The mathematical explanation of the curve of light on the dome of the Catholic Cathedral in St. Louis, if not now understood, would form a goal toward which secondary mathematics teachers could

work. The magazine furnishes a mental stimulus and a field of study outside of the routine of secondary mathematics.

After Professor Slaughter's talk the meeting adjourned to examine the interesting exhibit of work from the Department of Mathematics of the University High School.

The chairman expressed the hope of another exhibit at next year's Conference in which other secondary schools besides the University High School were to be represented. Any school desiring to exhibit work done by its pupils in mathematics may send it at any time during the year to Mr. W. R. Reeve, The University of Chicago High School, Chicago.

*Physical Education—*

Chairman, A. A. STAGG, University of Chicago.

Secretary, ELIZABETH JOHNSTON, University High School.

Attendance, 20.

The following topics were considered: "The Place and Manner of Hygiene Instruction in High Schools"; "What Should Be Its Relation to the Physical Education Department?" "By Whom Should It Be Taught?" "During What Years?"

The following is a summary of a paper by Dr. Winfield Scott Hall of Northwestern University, read by Dr. Dudley B. Reed of the University of Chicago:

The school, being an extension of the home, provided by the state for the purpose of equipping future generations to become citizens, stands today for "education for efficiency" as against the ideal of our grandfathers, "education for culture." Modern education presupposes soundness of body as a basis for a sound mentality.

The school hygiene of modern pedagogy presents two phases, practice and instruction. The former should predominate in the elementary schools.

During the impressionable years, from six to fourteen, the atmosphere about the school buildings should be one exemplifying conditions as nearly perfect as possible hygienically. The actual teaching through example would be most effective.

In the high school there should be added to the conscientious observance of the rules of hygiene a systematic presentation of the laws of hygiene, explaining all of these laws in terms of anatomy and physiology. The customary method of teaching hygiene in high schools as a required first-year course occupying one half-year only and involving little or no laboratory work and by illy prepared teachers is of very doubtful value.

Adequate preparation of a class for study of hygiene would be a previous experimental study of physiology, accompanied or preceded by a laboratory study of living forms.

The writer would make elementary biology a required course for all high-school students. It should come in the first year so as to do greatest good to

greatest number and should be as untechnical and as interesting and practical as possible. The work of the second half-year should be given in the biological laboratory by the teacher of biology.

The class should take up the human subject, going not too technically into the anatomy, and emphasizing facts essential to understanding of anatomy.

Each functional system of the body should be studied separately, first as to general anatomy, second as to function, and third as to hygiene. The subject of nutrition is so important that it might well make at least one-third of the whole course. After the anatomy and physiology of the digestive system have been got well in hand by the class, the discussion of the care of this system should be undertaken.

In studying the hygiene of each system of organs, the positive hygiene phase and the negative hygiene phase should be differentiated. Under negative hygiene those conditions which are unnatural and unwholesome should be pointed out and avoided. Positive hygiene should both precede and follow negative hygiene. The final impression on the mind of the pupil should be the ideal and constructive.

Physical education is education for physical well-being and physical efficiency, and is therefore very closely connected with hygiene. So far as physical education involves the systematic development of physical efficiency and maintenance of physical health just so far must the department of physical education deal in hygiene.

The teacher or director of physical education should be thoroughly equipped in the field of anatomy, physiology, and hygiene. The rules of posture and carriage, muscular exercise, breathing, ventilation, care of the skin, and bathing, clothing, perhaps even choice of foods, sleep, etc., may well be introduced as incident to and a part of the work in the gymnasium.

Sometime during the last three years of the high-school course there will be offered opportunity for the presentation of certain great fundamental truths of life which may be much better presented by a man to young men and by a woman to young women than could possibly be done to a mixed class by a teacher ever so wise.

Teachers who themselves possess high ideals of life and of social relationships, of family, and of the race, ought surely to be able to present these relationships to young people who are so soon to begin their home-building, in a way that shall be at once welcomed and utilized.

The following is a summary of a talk given by Miss Lillian H. Bruce of Chicago Normal College, Miss Bruce not having prepared a formal paper:

First, all teachers of hygiene and of the study of hygiene for high schools must have a basis of anatomy and physiology. Knowledge of the structure of the body should not be excluded from high schools. Papers written by teachers in the Normal Entrance Examinations show a great lack of knowledge of anatomy and physiology on the part of those who become teachers.



These persons have had hygiene instruction in the first and second semesters in the high-school course and little or no equipment. It is more and more evident that hygiene should have a place in high school. Questions have been sent out to high-school teachers asking if there should be a change in the time of studying hygiene.

Second, there is a greater aspect to hygiene than its mental side. It must be translated into permanent health habits. In a recent article by Dr. Richards of Philadelphia he says that there has been too much physiology in our schools and not enough hygiene. Rather than to give the students so much structural facts it would be better to tell them why milk is a good food and why certain shoes are good shoes. The question arises, How are you going to answer these questions unless you know the structure of the stomach and of the foot? The answer is that we do not mean to minimize any of these facts. There must be a foundation of anatomy and physiology, but there must be a choice between essential details and the application of hygienic theory.

The latest attempts to bring about efficiency methods have taken this fact of the practical side of hygiene into consideration primarily. Dr. Thomas Story of the College of the City of New York shows how his medical inspection of students justifies this method. It shows how to repair physical defects. The physiological efficiency of boys is increased by this method of medical inspection and it brings about the support of the parents of the boys. He feels that parent support is essential to teaching hygiene.

The matter of posture has received considerable attention in the Chicago and New York schools. Pupils are not given grades in their courses until they satisfy the requirements along this line.

Who should teach hygiene? There is little difference whether it is taught by the physical education department, science department, or by outside lecturers, except that it is often true that outside lecturers do not have the missionary spirit and there is no personal contact. The department of physical education is the place where the students naturally come for special advice regarding the health. If the teaching of hygiene were put in the physical education department there would be a saving of time and expense.

The teaching of hygiene will always be more successful where there is a basis of anatomy and physiology. Physical directors are ordinarily trained in these subjects and should have the teaching of them.

Dr. W. J. Monilaw of the University High School presented the following propositions for discussion:

1. The student should be taught that a thorough knowledge of his own physical being is natural, is normal, and is essential to his well-being; that it is only through such knowledge that he will be able successfully to combat many conditions of the present day; that nature cannot be depended upon to do all of the work; that father and mother or even the family physician will not always suffice.

2. Instruction in hygiene should be scientific; must be founded upon facts; must not contain misstatements.

3. Instruction in hygiene should be positive and instructive in character. It should be more concerned with making the attractiveness and advantages of a wholesome, healthy life than with portraying the repulsiveness and dangers of disease. This is particularly true of instruction in sex hygiene.

4. Instruction in general hygiene may be given any time in the life of the high-school student, but the sooner it is given the better all around. The time of instruction in sex hygiene should be governed to some extent by the physical development of the student. Of course it is possible to teach sex hygiene long before adolescence and to teach it quite properly from infancy, but during adolescence a new type of instruction will be found necessary. In general, the teaching must be adapted to the life-period of those taught. Each of the periods of childhood, youth, and adolescence has its own problems.

5. Hygiene instruction, particularly sex instruction, should not be given unrelated, but should be closely related to such broader subjects as biology, physiology, psychology, sociology, eugenics, and others. It would seem well to have the courses in hygiene dovetail in with courses in at least some of these other subjects, or these other things should be brought into the hygiene field of instruction.

6. Hygiene is such a real and personal thing that it is well that the instructor in hygiene have certain qualities which will impress the student from the start. The student must have faith in the teacher, must respect the teacher. This seems more true of this subject than of any other, with the possible exception of religion. The teacher of hygiene must practice what he preaches.

7. Undue prominence should not be given the subject. The student should feel as free and unconcerned about going to the class in hygiene as to that in mathematics, English, or Latin. The subject should not be treated as something special or something extraordinary.

8. Co-operation of parents and of the home is essential.

Mr. Griggs participated in the discussion as follows: Educators of the past have not realized the worth of physical education. They are coming more and more to realize its worth. It seems to have been the opinion of public-school boards that physical education is nothing more than coaching of football, etc., and they do not like to spend their money for that purpose. One of the difficulties in getting physical education before the people is that physical educators have not appreciated the importance of their work and the importance of living the things they teach to their pupils. Upon investigation and inquiry it is found that candidates for positions do not profess to live the things that they talk about to their pupils. We should live the things which we preach if we wish to do much with the boys and girls. The instructors have not been properly trained themselves. It is too true that football men and athletes look too much to the time when they are to break training, when they expect to throw off all restraint as to training and hygienic habits. When they break training all that has been done by their training is undone. This effect comes from our colleges because our physical trainers come from the

colleges. We shall not do all that we ought to do on the side of physical work until we get men and women who can exemplify. The physical director has power with boys and girls, and because of this power he ought to be best fitted to teach these boys and girls.

Mr. Noughton participated in the discussion as follows: Hygiene is not taught by the physical directors in the high schools of Chicago. It is being taught by lecturers. Two lectures were given in sex hygiene to first- and second-year boys and girls, but the Board of Education has stopped it for the time being.

Mr. Steffens spoke as follows: I think that physical directors cater too much to building up teams and thus to breaking down the conventions of hygiene. Boys and girls should not be permitted to compete against each other in high-school basket-ball. Teachers should inform pupils on the general principles of anatomy and physiology, and then they should try to make practical use of these teachings at every opportunity. Instructors are close enough to the boys to speak to them on any subject if the teacher is of the proper character himself.

Miss Giles of the J. Sterling Morton High School has her pupils every day in the week in the gymnasium for forty-five minutes and an opportunity is thus given to talk to them on hygiene, and to get acquainted with them. The physical examination of new pupils at the beginning of each term also gives opportunity for more hints on hygiene, also in addition at least one hygiene class which meets once a week when practical questions are brought up. Physiology has been discontinued, but hygiene has not. Miss Giles says that all of the physical educators of her acquaintance live up to the ideals of their calling.

Mr. Steffens added: Speaking of the subject of posture, there is a great deal to be acquired and a great deal to be learned. A great deal has been neglected, in most cases from infancy. By the time the pupils reach high school it is a difficult problem to reform them. The skeleton is already in a certain state of formation and the teachers can only advise in a general way. Men with ideal physiques can be pointed out to the pupils, but there are only a few ideal men to be shown to them. If a great celebrity who has a good posture can be pointed out to them it has a wonderful effect for good. Parents' clubs and parents in the home can, if they will, lay a good foundation for the teaching of lessons in proper posture.

Mr. Stagg announced that as Miss Bruce indicated there is now a national society organized for the purpose of creating a national interest in the subject of proper posture.

Mr. Overn, a student in the graduate departments of the University of Chicago, said that in South Dakota there is a medical society in the state which is working to bring about medical inspection. He said that there is practically no such thing as medical examination in country schools.

Dr. Reed of the University of Chicago closed the discussion.

*Public Speaking—*

Chairman, S. H. CLARK, University of Chicago.

Secretary, B. G. NELSON, University of Chicago.

In the public-speaking contests there were 15 teams of two each representing 15 schools in the contests in extempore speaking. The first place was awarded to the University High School, Chicago, represented by Constance McLaughlin and Thomas Hefferan.

The prize (a year's scholarship) for the best individual speaker was won by Louis Balsam of the McKinley (Chicago) High School.

The contest in reading marked a radical departure from the usual method of conducting such contests. The purpose of the Department of Public Speaking in this contest was to encourage high schools to lay greater stress than they now do on simple, direct, natural vocal interpretation of poetry. Hence there were no cut-and-dried declamations, but each contestant in the Preliminaries was assigned a fairly easy passage of about 100 lines from one of the *Idylls of the King*, and allowed an hour for preparation. From the 23 contestants 5 were chosen for the Finals. The material used for these was "Geraint and Enid," divided into 5 nearly equal sections, and for the preparation of which 90 minutes was allowed. The winner of the one-year scholarship prize was Gertrude Benner of the Senn (Chicago) High School.

It seemed to be the consensus of opinion of the judges and teachers of English who were present that the reading was far below the standard to be expected of Senior-year high-school students; but it was agreed that, because of that very shortcoming, this kind of contest should be continued in order to arouse a greater interest in the vocal interpretation of literature, and because it is hoped that the contest will lead to laying less stress on the showy declamatory side of elocution and far more on the simple reading aloud of literature.

The Prize Scholarship Examinations under the direction of the University Examiner were held Friday afternoon in American history, botany, English, French, German, Latin, mathematics, and physics. To these examinations only students from the current Senior classes of co-operating high schools were

	Girls	Boys	Total
American history.....	18	19	37
Botany.....	7	4	11
English.....	32	7	39
French.....	16	1	17
German.....	41	16	57
Latin.....	34	9	43
Mathematics.....	7	30	37
Physics.....	2	18	20
	157	104	261

admitted. To the winner of each examination is awarded a scholarship in the University of Chicago amounting to full tuition for the next college year. The Examiner reports that 261 students participated in the examinations were as shown in table on p. 537.

The Administrative Section in session Saturday afternoon discussed two general topics. The first was the possibility of encouraging high scholarship by giving more credit for courses completed with a high grade than for courses in which the student barely passes or secures a low grade. Professor Judd, speaking in terms of the findings of a committee of the University which is canvassing this matter, reported the practices of several high schools and higher institutions which are experimenting with systems of greater quantitative credit for high-grade work. He also called attention to the fact that the large number of units required for graduation from high school and admission to college tends to scatter the interests of high-school students over many subjects and endangers scholarship in each subject. The general discussion of this problem seemed to indicate that many high-school officers are favorable to the proposal that excess credit be given for high grades.

The second topic was presented by Principal J. S. Brown of the Joliet High School in terms of the practices of that school. The question, Can high schools give the work which is now commonly administered in the first years of the college course? is answered in the affirmative in the experience of the Joliet school. Mr. Brown described the way in which these advanced courses are administered and pointed out the advantages to the students and to the community of such courses in the public high school.

The general discussion indicated that several school officers saw a danger in the proposal to carry on college work in the high school, in that teachers would be distracted from the work appropriate to the lower classes and because the cost of advanced work would be looked upon by the community as excessive.

The Annual Conference is arranged under the joint direction of (1) The Standing Committee on Relations of the University with Secondary Schools, and (2) The Committee on Program. These committees, for 1914-15, are constituted as follows: (1) The

President of the University, ex officio, the Dean of the Faculties, ex officio, the Director of Co-operation with Secondary Schools, ex officio, Nathaniel Butler, chairman, C. P. Briggs, J. Stanley Brown, Franklin W. Johnson, Charles H. Judd, H. B. Loomis, C. R. Mann, F. J. Miller, S. C. Parker, H. E. Slaughter, M. H. Stuart, F. D. Thompson, W. L. Carr, secretary; (2) Principal Spencer R. Smith, chairman, Algernon Coleman, Charles H. Judd, Miss Elsie Sawyer, Julius Stieglitz, M. H. Stuart.